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THE BATES STUDENT

LEWISTON, MAINE

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Volume 120, Number 15

Available Non-Alcoholic Rooms Go Untaken After Lottery, Mitchell House Still Has Empty Rooms

By Julia Bossung
Student Correspondent

At the close of the sophomore housing lottery last week, space remained in Mitchell House, the newly-designated non-alcoholic house for the coming year. However, Coordinator of Housing Julie Handren maintains that students do have interest in an alcohol-free environment, but that the lottery process may have introduced complications in selecting a room in the house.

Problems occur, Handren explained, when a student would like to live in a non-alcoholic house, but does not have a roommate with the same interest. If the singles in Mitchell are taken, than a student may opt for a single elsewhere instead of risking rooming with someone they don't know in the house. Handren expressed confidence that the rooms will be filled by summer placement, and encourages students to indicate their interest in Mitchell House on the summer placement form so that compatible roommates can be found.

Handren was pleased that the availability of rooms extended to the sophomore class. The rooms filled up as follows: seniors took 6 of 7 singles, juniors took the remaining single and three doubles, and sophomores took two doubles. One of these doubles will likely free up, Handren explained, and one double remains empty. Handren maintained that no-one will be forced to



Mitchell House, which has been set aside as a "non-alcoholic environment" for the upcoming year.
Emily Romero Photo.

live there.

Handren also explained that those who selected Mitchell House appear to be committed to the idea of living in an alcohol-free environment. The students have already signed contracts with the following conditions: they will at no time possess alcohol within the house; they will not enter the house intoxicated; their visitors will abide by the same guidelines. The contract states that violation of any

condition will result in their removal from the house. Enforcing the policy relies on the integrity of the residents, as the RC who in previous years has resided in Mitchell House selected a room in Parsons House for next year. There will be no "policing" of the house.

Sanford Paek, '93, a future Mitchell House resident, explained that he and his roommate selected the house more for the

■ SEE MITCHELL HOUSE, PAGE 2

Meager Student Response to Interview Sessions Baffles O.C.S.

By Laura Mytels
Staff Reporter

The Office of Career Services (OCS) is experiencing difficulties in filling on-campus interview schedules for prospective employers and students this year, despite overwhelming student enthusiasm for similar programs at Bowdoin and Colby Colleges.

Charles Kovacs, Director of Career Services, is apprehensive about the effects of low student turnout at the interviews. "It can have a very negative impact on future classes," said Kovacs. "Interviewers will think twice about coming back."

In comparison to neighboring Colby

and Bowdoin Colleges, where students often fill all available slots, as well as a wait-list, attendance at Bates sessions has been sparse. "We have students signing up, but when I look at what's going on at Bowdoin and Colby and other schools, I'm surprised by our response," said Kovacs.

It costs a company approximately \$9,000 to hire a candidate directly after graduation from an undergraduate school, reports Kovacs. This estimate includes travel expenses for interviewers, as well as company time spent during the interview process. With this high cost for companies, Kovacs worries that companies will no longer hold on-campus interviews at Bates if few students respond to the

opportunities. "If there isn't a response, it frankly isn't worth their time to continue," he said.

A student composed OCS Advisory Committee has addressed the concerns expressed by Kovacs, but has not proposed any major changes to increase participation at sessions. "Their suggestions are essentially what we've been doing all along," commented Kovacs. Currently, the OCS emphasizes the interview opportunities to students through personal letters, table mail, and the weekly newsletter.

Each year, approximately 30 firms visit the Bates campus to hold interviews.

■ SEE INTERVIEWS, PAGE 2

News

Students Not Knocking Down Doors for Interview Sessions

■ CONTINUED FROM PAGE 1

"The opportunities are there," he remarked. "It is a question of motivation and how concerned people are with their own life after Bates."

Other OCS services such as personal sessions with counselors, are in high demand, and the on-campus interviews comprise only about 15% of their total services. "We want to make sure what we're doing is meeting people's needs," said Kovacs. "We at the OCS are a student-driven service."

Kovacs attributes the shrinking turnout at interviews to several factors, including the perception that jobs are unavailable due to economic problems. "What's

surprising about this year with the economic slump is that I would think that people would double their effort," commented Kovacs. "But that has not happened." In addition, Kovacs has found that the availability of entry-level positions has not been affected by the condition of the economy.

In other years, particularly in 1988, Kovacs maintains that seniors highly utilized the interview opportunities. Despite the near-empty interview schedules this year, however, Kovacs does not foresee a future pattern. "I'm assuming this is a unique situation," he said. "It's too early to say this is a trend."

Mitchell House Remains Unfilled

■ CONTINUED FROM PAGE 1

room than the policy. Although they both had mediocre numbers as juniors, they were able to select a large room with big closets that may not have been available before the installation of the new policy. Paek does not anticipate any problems with the policy, however. He explained that it is easy to find somewhere else to drink and crash, and that the policy on entering the house intoxicated is "vague" because "one person's drunk could be another person's buzz."

Handren is pleased with the

choice of Mitchell House as the non-alcoholic residence because it has a good location, lounge facilities, and is self-contained. Handren is hopeful for the success of Bates' first non-alcoholic residence, and there is a possibility of designating another house as alcohol-free if enough students express interest and support.

Many students have already expressed interest, Handren explained, saying "the lottery is not an appropriate indication of interest in living in an alcohol-free environment. We just have to give it a chance."

College News

Georgetown University

The most recent battle between the principles of Catholic identity and freedom of thought at Georgetown University was settled recently when Dean of Student Affairs John J. DeGioia approved the application of a student pro-choice group for university benefits. Despite the fact that many of its positions are contrary to the teachings of the Roman Catholic Church, GU Choice will now enjoy the same benefits as the more than 100 other campus student clubs, including the right to apply for Student Activities Commission funding, and office space in a campus center. DeGioia, however, did place certain restrictions on the organization. For instance, GU Choice will be prohibited from providing lists of clinics offering abortion services, or helping pregnant women to pay for abortions.

Information courtesy of *The Georgetown Voice*.

Bowdoin College

All pledge activities have been suspended at the Delta Kappa Epsilon fraternity after a freshman pledge suffered severe injuries when he fell over a bannister, and landed on his back 15 feet below. The student had attended a pledge activity at DKE and became highly intoxicated at a house party that followed the events. After spending the night on a couch in the fraternity house, the disoriented pledge awoke at 9:30 a.m., fell to the ground, and suffered a compression fracture in his spine, a broken wrist, two broken ribs, a torn ligament in his collarbone, and needed several stitches on his forehead. According to Dean of Students Ken Lewallen, there was "no evidence of hazing activities to suggest that the accident was assisted by pledge activities," although alcohol consumed directly the night before was directly linked to the accident. Lewallen urged the house in a special meeting to "use the incident as an opportunity to create a healthier respect for alcohol use and its functions." DKE has been on probation at least four times within the last six years due to alcohol related infractions, more than any other house on the campus.

Information courtesy of *The Bowdoin Orient*.

Beverage World

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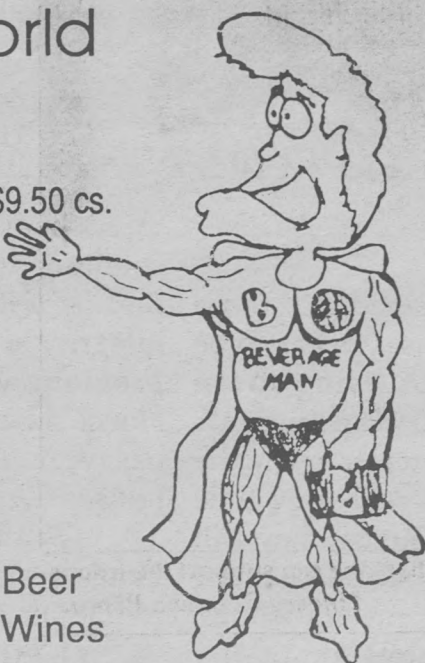
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Faculty Perspectives On The Gulf War:

Rhetoric Lecturer Discusses Effects of War Debates

This interview is the second in a series which will allow members of the faculty to express their views and opinions on issues about the Gulf War that fall under their expertise.

The second interview is with Steven Dolley, lecturer in the Rhetoric department. A graduate of Bates in 1984, Dolley researches rhetorical criticism and military issues, and is very interested in nuclear weapons policies. He is currently in the process of finishing his master's thesis, a rhetorical criticism of the arguments used to justify the Star Wars program.

By Jon Custis
Staff Reporter

Reporter: There has been a great deal of debate on campus over the war in the Gulf, through posters, *The Bates Student*, open forums, etc. In the end do they actually accomplish anything, and if so, what?

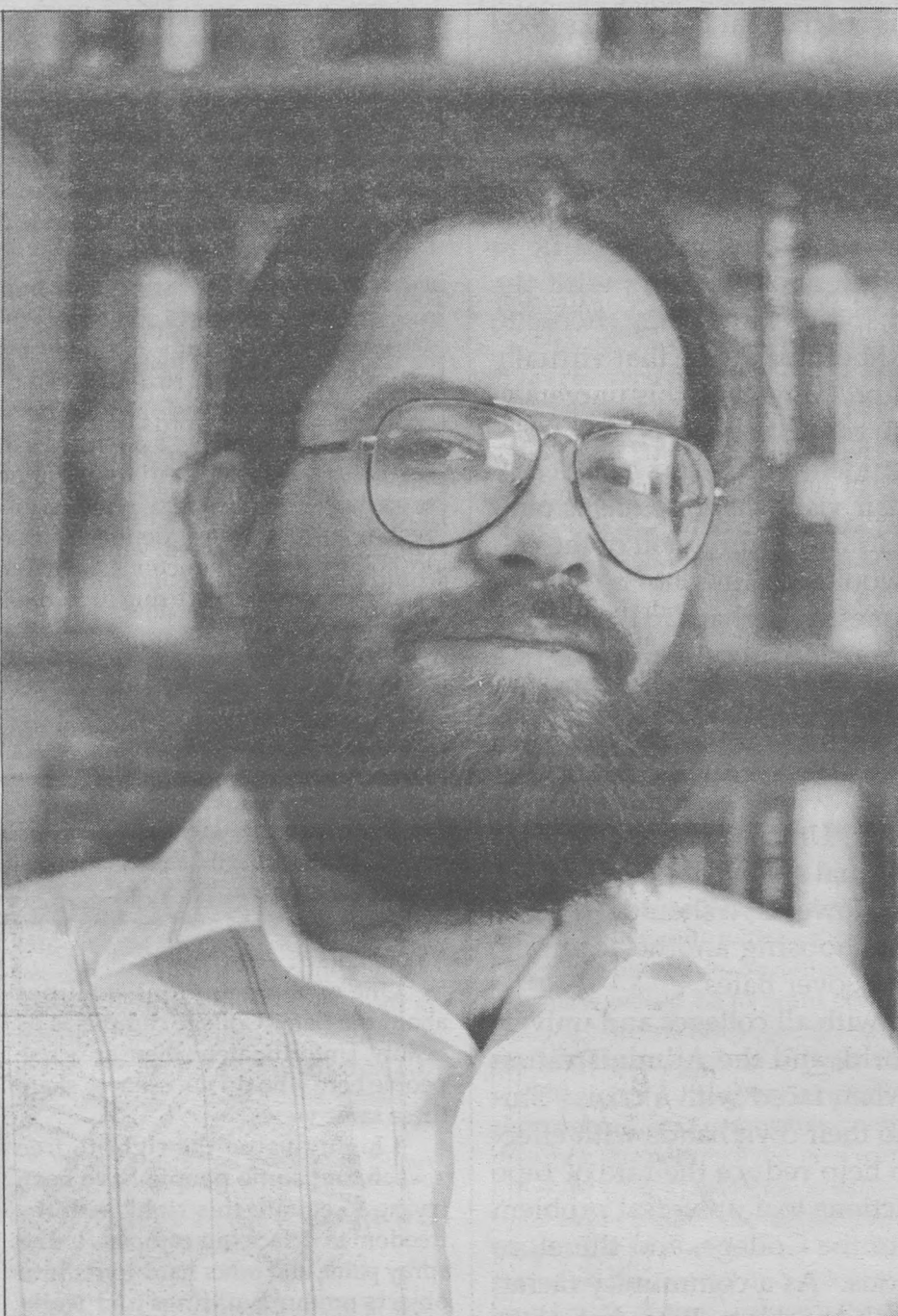
Dolley: I think that debate is intrinsically good. It teaches you to think critically about issues, and it gets people involved. I think that the debate on campus about the war has been productive, perhaps not as productive as it might have been, certainly more divisive in certain ways than it should have been. [It's] certainly the most mobilized I've seen this campus on any issue since I first got here in 1980 as a freshman, and so that is for the good.

One thing that has bothered me very much has been the way some students and others on campus have characterized the faculty's position on the debate about the war. One often hears accusations of some sort of veiled, ominous, liberal conspiracy to close off pro-war voices, to close off those who support military action, and you'll hear arguments that opposing voices are chilled or shut down in faculty meetings. You'll hear the argument that there is pressure upon students and faculty members not to express those opinions . . . I've been in those faculty meetings and I've been in those classroom situations and there are always options to express those opinions . . . Also, great pains have been taken in a lot of the forums, if not all of the forums, to make sure that voices on both sides are expressed . . . Again, I think it's a very real concern that people feel that sort of pressure and feel like they can't speak out, but when you make this additional argument that there's some sort of liberal conspiracy to actually shut down these voices, without commenting on the validity of someone's personal feelings, I think that's a very inaccurate characterization.

All in all though, I think that

it's been very productive that the debate has taken place, and I hope that now that the actual hostilities are more or less over, we won't see just a return to a sort of normalcy and people moving more or less back into what can be characterized as the "Bates Bubble."

Reporter: Some have argued that you can support the troops without in turn supporting the war, and others have argued the exact opposite. Is either side right? Furthermore, do you think it's fair that we even argue over the point?



Steven Dolley, rhetoric lecturer, maintains that one can support the troops and oppose military action.
Lindsey Goodwin Photo.

Dolley: To answer the last part of the question first, I think it's absolutely imperative that we argue this point because it's perhaps the most important issue for those of us who are not actively fighting in the war . . . My personal opinion is that it is possible to support the troops and oppose military action. The biggest problem that the anti-war movement encounters, however, is what form that support can take, and how far one

can or should go in attempting to accommodate the opinions and needs of the troops . . . I like to think that while they [the troops] preferred that everyone supported it, that they understand that there's not going to be that sort of universal support . . . What happens when the troops come home? Are they going to be blamed for the implications of the course of action which they were ordered to carry out? I really feel that this is one major qualitative evolution in the anti-war movement this time. That is the great shame of the anti-war

future I might well get into an argument or disagreement with a veteran of the Iraqi conflict about whether it should have taken place or not. But I'm certainly going to congratulate their bravery for carrying out that mission and fighting for what they thought was right, and I'm not going to blame them for initiating a course of action that I don't agree with.

Reporter: There was talk of the possible use of tactical nuclear weapons. Do you think this was just speculation, or seriously considered?

Dolley: Unfortunately the use of so called low yield tactical nuclear weapons is always, always an option when U.S. military forces are engaged in combat. All branches and almost all divisions of the United States military have some nuclear weapons capability. The United States military consistently refuses to confirm or deny the presence of nuclear weapons in any given force. There has been very, very reasonable and well documented speculation that there were upwards of five-hundred tactical nuclear weapons in the force deployed by the United States and the coalition. So, I think when you ask the question of whether it was a serious possibility, you can't just look at whether or not the administration was thinking about it seriously. The mere fact that the weapons were there makes it a serious possibility . . . As to the question which I think you're asking about whether it was considered in the high levels of the administration, there were public advocates in Congress, Representative Dan Burton was one in particular. To be kind to Representative Burton, he's somewhere off the far right end of the spectrum and I don't think he was taken seriously in that regard, but the mere fact that someone in Congress was willing to say this in public indicates at least that it wasn't considered so off the wall that you couldn't say it, even for Dan Burton to say it.

You hear the term "nuke 'em" [used] a lot in everyday discourse, hopefully metaphorically, although even then I think it has dangerous implications for our attitudes . . . I think this betrays an appalling neglect of the qualitative distinction between nuclear weapons and even using very high yield conventional weapons. Even if there is a blurring at the margin in terms of the sheer amount of explosive power between the two, even if the lowest yield tactical nuclear weapons is somewhat smaller than the highest yield conventional weapon, that in itself is dangerous to blur that distinction, because then the continuum of escalation has no dividing lines whatsoever.

movement in the sixties and seventies and one which was horrible and unfortunate- we're still seeing the repercussions today . . . Given the horrible results of that sort of attitude by anti-war protesters during Vietnam, I really don't think that's going to happen this time.

I personally plan on attending the welcome home parades and things of that nature, and at some point in the

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Admissions Can't Hide Rape

When it comes to Admissions, it is crucial that Bates looks good to its applicants, yet there are some things that never look good, such as sexual violence. This summer, tourguides were faced with the awkward situation of having to explain composite drawings of a supposed rapist posted all over campus; and now, they are confronted with students warning tours of the frequent incidence of rape. Activists on campus, however, will accomplish little in trying to approach prospective students and tours with the knowledge that they may get raped specifically if they choose to attend Bates; prospective students should be aware that virtually every campus has a problem with rape. However, this universal-ity does not absolve us of the need to confront the problem.

Chances are that a prospective student will see or hear something about campus rape during their visit. Admissions is obligated to face this fact and deal with it. The impression of the college that is conveyed to applicants would certainly not be marred if Admissions did this openly and honestly, perhaps in the form of either a brief discussion of it before or during the tour, or in a pamphlet explaining the college's policy and precedent in dealing with such matters.

Due to recent government action, colleges must report their crime rates to the public. This, coupled with the actions taken by groups such as Womyn's Awareness, United Sisters and Concerned Students, have insured that sexual assault at Bates will not remain a secret, as well it should not. However, it should not affect a prospective students' decision in choosing another campus, likely with comparable rape problems, over Bates.

Bates shares the problem of rape with all colleges and universities, not to mention the entire world, and the Administration here acts quickly and responsibly when faced with a crisis. Students have also taken the matter into their own hands with effective actions--such as Safe Walks--to help reduce the rate of rape and assault. These constructive reactions to a universal problem should be seen as a genuine asset to the College, and therefore should be emphasized by Admissions. As a community facing rape and working openly to combat the problem, Bates has nothing to be ashamed of.

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The Bates Student is published weekly by the students of Bates College when the college is in session. All letters must be received by 12:00 noon on the Monday prior to publication. The newspaper will print only signed letters. Letters should be submitted typed, single spaced, or preferably saved on a 5.25" or 3.5" computer disk, in Word Perfect, or ASCII format. The Bates Student reserves the right not to print letters and to edit letters over 500 words for length and clarity. At the discretion of the editor, longer letters may be printed. Address all correspondence to The Bates Student, Bates College, Box 309, Lewiston, Maine, 04240, or telephone (207)783-7108. Letters may be delivered in person to room 224 Chase Hall. Subscription rates are \$18 for two semesters and \$10 for one semester.

Letters to the Editor

Faculty Evaluations Are Crucial

To the Editor:

It's 9:15 am. Your alarm clock goes off for the third time, reminding you that the overwhelming desire for sleep you feel (you did, after all, stay up until 4:00 am with a pesky take-home) cannot be indulged; there is a 9:30 class to go to. Or is there? Suddenly you remember that it is evaluation day. The first twenty minutes or so of class is lost, then the prof comes in looking self-conscious and flustered. You reason to yourself that nothing important could transpire in a lecture hall that day; this is your chance to sleep in.

DON'T DO IT! GO AHEAD AND WRITE THAT EVALUATION! Why? Because on evaluation day, unlike all

other days of the year, the established order of things is reversed, the evaluated (i.e. you-think of all those tests and papers) become the evaluators, and for a brief moment (fifteen minutes at the start of class) you have the chance to shape the educational destiny of this college.

Sounds grandiose, but it is, quite literally, true. Here is how it works.

The evaluations serve two purposes. They are evaluative in that they provide statistical information to the instructor, respective departmental chairs, and the Personnel Committee that is used (along with other materials) in assessing the instructor's effect

■ SEE EVALUATIONS, PAGE 6

"Empty Rewards" For Scholarship

To the Editor:

"Good colleges like this one generate the unexpected; they foster change" (Bates: An Introduction, 1990). These are the some of the words that President Harward used to characterize Bates in the viewbook, and I believe that he meant them. Believing that change, when warranted, will occur, I would like to voice a concern I have felt for quite some time now.

I, for one, am irritated by the empty "rewards" that Bates holds out for its students who are successful academically. Allow me to expand on a few.

Consider the "Dean's List". You can be distinguished on this list if your GPA for the semester is 3.2 or better.

Campus Defacement Unwelcome

To the Editor:

One of the many fine qualities about the Bates College campus is its beauty. Unfortunately, there are some people here who do not seem to share these same views.

I highly value the right to free speech, but some people have been trying to equate this right with the freedom to deface our campus. Using spray paint, and other hard-to-remove objects on our buildings and walkways, only makes more work for the Maintenance staff.

Continue to post signs, and dis-

Before you all rush to the library, you should also consider that no list exists per se. It isn't publicized or announced, one is pressed to inquire why Bates bothers to have one. Empty rewards.

Or how about teaching assistants. How does the school expect to attract successful students to assist overloaded professors when the payment for a semester is \$100? That translates to around \$1.39 an hour if you spend six hours a week assisting. Don't laugh. It isn't funny. Empty rewards.

One more, O.K.? The college offers Dana "Scholarships" to selected students in their freshman and sophomore years. Qualifying students in

■ SEE REWARDS, PAGE 15

tribute flyers, but use some judgement when grabbing that next can of paint. Think of those who eventually be forced to clean up your acts of graffiti. Additionally, this campus is for all of us to enjoy, and not for a select few to express messages where or how they please. Our campus is sure to become quite ugly if these acts continue to occur.

Sincerely,

Jeffrey Mutterperl '92
Richard Volpe '90

Graffiti Could Start Ugly Trend

To the Editor:

Within the dramatic change that political events have taken during the past six months there has been a great increase in the amount of political activism on this campus. Though I fully support such activism and expression of ideas by all sides I am saddened by the recent negative turn that such expression has taken in the form of graffiti in the bathroom, on campus walkways and on the library terrace. I feel that such defacement of school property does not serve to educate the public about a particular political stance but rather attracts negative attention and hostility towards the po-

litical group and stance in question.

Some groups argue that it is empowering to see their opinion displayed in such a "permanent" manner. I strongly disagree with this point because I feel that such vandalism only serves to transform our campus into an open forum for the abuse of our right to Freedom of Speech.

One of the aspects of the Bates campus that I appreciate so much is its clean appearance, on the physical campus and on the buildings themselves. Many people argue that reality is not as clean and such a campus is not representative of reality, and with

■ SEE GRAFFITI, PAGE 15

The views expressed in columns and letters to the editor voice the opinions of the writers and not necessarily those of the Editorial Board of the Bates Student.

Memories of March: The Countdown to Prom Night

There is almost nothing good to say about March. It rains and snows. We have limited enrollment, Oral Defenses, term papers, and job interviews. It's the longest, nastiest month of the entire year. So let's talk about something escapist.

The other day I was in the mall and I saw all these prom dresses. I won't say I was suddenly reminded it is almost prom season, because I

Jessica Timmons

wasn't. It is in my soul that I know it's almost prom season. It may be buried deep in my subconscious along with camp songs and my first boyfriend's phone number, but it's there. This time in highschool I would have already been looking for shoes for a month.

I remember the prom, (or just "prom", as they say in *Pretty in Pink*; I never understood that movie because they made such a big deal about her dress and then it was ugly.) Anyway, I remember it. At my junior prom, my date tried dip for the first time and spent the whole night flat on his face in the limo. He's green in all our pictures.

Senior year—my date asked me in August just in case I wasn't speaking to him in May, which as a matter of fact I wasn't—it was even worse. My date wouldn't get me flowers because when he dropped by two days earlier to ask me what kind I wanted, my dog attacked him with a flying leap,

scratched him all over, and ate his hat. I had to find an all-night florist in Medford to make me a daisy chain for my hair. (At the prom all my teachers asked me why I was dressed as Heidi, the Little Mountain Girl.)

Then, while working on her lose-those-strapmarks tan in the backyard, my sister got stung on the end of her

At my junior prom, my date tried dip for the first time and spent the whole night flat on his face in the limo.

nose by a bee. My mother laughed so hard she nearly fell into the pool. My parents insisted on taking pictures: my sister with the ice pack, my sister with baking soda, my sister's date putting the ice in refrigerator in the limo. And this was all before the pre-prom party. Then we went to take pictures at my date's house. My date's parents took pictures of him with my twin sister because they liked her dress better than mine.

We got to the pre-prom party and I found my friends, who were almost unrecognizable out of their Birkenstocks and sweatpants. One was crying in the bathroom because she had smeared white deodorant all over her black dress and had to dance with her arms against her sides all night. Everyone was asking my sister what happened to her nose, but luck-

ily the attention was shifted off of her when another one of my other friends showed up in tears because her date had gotten hit in the face with a softball that day and looked like the kid from "Mask."

From pre-prom party we went to the prom itself, which my class held in a Sheraton Tara with a Dragons n' Knights theme. It had battlements and everything. After chugging Korean champagne in the limo, we made our drunken way—I remember all the dragons on the wallpaper were waving at me—to the Lancelot and Guinevere room, which was decorated in stunning tones of root beer brown and mustard, with more little dragons everywhere. The head of the Prom Committee started to cry.

Then we had dinner. Everyone played footsie under the table. One of my male friends had a girl on either side of him rubbing their feet on his legs. (He got up to leave so they could play footsie with each other.) Since all the dates had been arranged so far in advance, most of the couples who went together weren't even actually together by the night of the prom—for example, me and my handsome prize, who spent the whole night male bonding in the coatroom, or for example, my sister and her date, who ended up going home with the waitress. One of my friends had such a bad time she told her date to just take her home because she had PMS.

Then I think we danced. I think we had a band. Oh yeah—they opened

up with a strings version of "Foot-loose".

The high point of my evening was sitting down to dinner and seeing that my date had chosen to sit elsewhere (the waitress discreetly removed his place-setting.) He also found another ride home. The limo driver laughed at me, and at my daisy crown, and my

Thinking back on the prom--the suspense, the romance, the video cameras, the ugly shoes-- why not have one at college?

sister's nose, so we didn't tip him. He dropped us off half a mile from the post-prom party and we had to walk.

After that everything is kind of a blur. My friend with the deodorant problem woke up at seven am, stuck to a keg. My date slept under a coffee table with a German shepherd. I slept on a plywood loft under a towel with two friends who I later found out gave me mono.

Thinking back on the prom--the suspense, the romance, the video cameras, the ugly shoes-- why not have one at college? We could have it in the Den. The Jesters could play. All the faculty could chaperon. They could serve drinks in our enviro-cups. Best of all, no one would need to find a date because everyone at Bates is already paired up.

No Room For Conservatives In The Law of "Free Speech"

During my four years at Bates I have noticed a serious problem here, and ever since the start of the war in the Persian Gulf, the left has intensified and exacerbated it. The problem

Brendan Gillis

is none other than liberal intolerance. Intolerance has frequently been used by the left as a tactic in an attempt to decrease the amount of "political incorrectness" on campus (as an aside, I've always thought that since I am a diehard conservative, the left is "politically incorrect").

One of the great advantages of being enrolled in a liberal arts college is that supposedly all points of view are respected, heard, and listened to. However, whether one wants to admit it or not, this simply doesn't happen most of the time. If your opinions and beliefs are liberal in nature, then you are free to express your point of view. People hear you, listen to you, and respect you as a person (even if they disagree with you), and your statements are usually out of harm's way.

But, God forbid, if should you happen to be a conservative you are, at the very least, discouraged from speaking. If the left really does believe in freedom of speech, why do they desire to stifle those who disagree with them? There sometimes is freedom of speech, but there certainly isn't freedom after you speak, because once you vocalize, if you are fortunate enough to be listened to, you are subject to the wrath of hostile liberal lynch mobs.

I would not be bothered at all if

they attacked the arguments—intelligent debate and discussion is important in any academic setting. However, the left at Bates usually resorts to namecalling and insults, without attempting to challenge the evidence. In other words, liberals often don't attack the issues—they attack conservatives.

It strikes me as extremely hyper-

If the left really does believe in freedom of speech, why do they desire to stifle those who disagree with them?

critical that conservatives are often stereotyped as closeminded, but we are often discouraged from expressing our opinions, and when we do, few people are willing to listen to us. If people aren't going to listen to a conservative, how will they know what he's thinking? If liberals express their opinions on an issue, and they aren't willing to listen to mine, then aren't they, by definition, closeminded?

As an example, no one has the right to claim that they don't support the death penalty, if at any time they are not willing to listen to someone who does. At the outbreak of the war, we had a discussion in one of my classes about the war, and people were encouraged to say whatever they wanted—a very pleasant change from the status quo.

I said something along the lines of, "Well, to be perfectly frank I think

that President Bush's policy of issuing an ultimatum to Saddam Hussein, and not negotiating with him is a very pragmatic one, since, by definition, to negotiate would be to grant concessions to him, and this would reward his offensive aggression, and that would be quite foolish, extremely shortsighted, and completely contradictory to the nature of the new world order we wish to move towards."

After I said that, about thirty people gasped, and several of them stared at me for an uncomfortably long length of time. I always thought that part of being civilized was not to make a scene just because you disagree with someone. I certainly wouldn't feel insulted just because someone expressed an opinion which differs from my own.

During the 1988 Presidential election many students wore shirts which read "Lick Bush in '88. I have seen shirts this year which claim, "Anti-Choice Means Forced Labor." Several people here recently burned an American flag as a symbolic expression of their outrage with America and its foreign policy towards Iraq.

Although I disagree with all of these opinions, people certainly should have the right to hold and express them, and it is important that I, as a conservative listen to them, since, as I suggested earlier, a very important part of education and life in general is cross-examining your own beliefs, and conservatives certainly don't have all the answers.

However, if I were to wear a shirt that said, "Let's kick some jackass (the

donkey is the symbol of the democratic party, for those of you who didn't know)," or "Pro-Choice is Pro-Death," or if I were to burn the flag of the African National Congress, Iraq, or the Soviet Union, or an effigy of Delano Roosevelt, Jimmy Carter or

I always thought that part of being civilized was not to make a scene just because you disagree with someone. I certainly wouldn't feel insulted just because someone expressed an opinion which differs from my own...

Betty Friedan, I would never hear the end of it. Of course, I would never want to do any of these things, but even if I did, I couldn't.

Liberal intolerance at Bates reminds me of an anecdote concerning Henry Ford. In the early days of the automotive industry all cars were painted black. One day a customer asked Mr. Ford if he could get a car in another color, such as red or blue. Ford's reply was, "You can have any color you want, as long as it's black." If he were alive today, he would probably say, "

At Bates you can have any convictions you want, as long as they're liberal." When will the left realize that no single ideology has a monopoly on the truth, and that the right can also be "politically correct"?

Standardized Tests: Unfair, Inaccurate and Not Worth The Trouble

Just as the smell of freshly sharpened pencils—which encircled the cold drafty room that early Saturday morning—causes me to shudder, the memory of three hours of staring (blankly) at multiple choice questions causes a sense of anxiety in the pit of

Jaqueline Epsimos

my stomach. Whose sick idea of a joke was it to put people through such a traumatic ordeal anyway? Flashbacks from the Scholastic Aptitude Test might haunt me forever, and I still have the pleasure of more standardized testing ahead of me.

My negative attitude towards the SAT's is not just because of all the valuable Saturdays I lost to Stanley Kaplan or the personal anguish involved; I honestly believe that tests such as the SAT are biased and unjust. Bates College's decision to remove the slanted scores from their application process makes the school one of the most progressive institutions in the

nation. Since the correlation between academic success and high SAT scores is known to be inaccurate, there is no justification for putting so much emphasis on them. The bureaucracy has yet to design one distinct test that could fairly measure the capacity and

The SAT and other standardized tests fail to recognize the very talents and creativity that make academia flourish.

capabilities of people.

In order for a college to be a truly successful learning institution there are a certain amount of necessary factors beyond the faculty and resources of the school itself. Cultural diversity, which comes from a variety of people uniting under one premise, is conducive to some of the most significant educational experiences. The SAT and other standardized tests fail to recognize the very talents and creativity

that make academia flourish.

As a society we have to take a closer look at the skills we value and their practical uses. Why do I think I will never have to understand how a hammer relates to a football? I mean, when in life will somebody ask me to figure out Ben's age if he is shorter than Mary and a train is approaching at a constant speed of 150 mph? Surely there are more useful methods for discovering the situations where unique individuals will thrive.

Standardized tests attempt to do the impossible. There is no way to measure something as tangible as intelligence or creativity. After all, who can justly answer the question of what constitutes intelligence or creativity? Does it take "Brains" to look through a microscope and identify all the parts under the hood of a car? Are you brighter if you play an instrument well or if you're an "A" student in physics? Who is more creative, a writer or a dancer? The list is infinite and unfortunately so is the prejudice

that tries to judge ability.

Since both educational and environmental factors greatly affect how a student perceives and interprets the world, there is no way to justly evaluate everyone. Ironically, for a country

After all, who can justly answer the question of what constitutes intelligence or creativity?

that praises individuality so much, there are many ways in which we continue to stifle it. The freedoms the United States are founded on are all too often contradicted and standardized testing is one of the ways in which this is done. As more and more people concentrate on mastering test making skills, other more important attributes will be lost and we will have an all too familiar society. A culture rich in flavor and ethnicity will be lost unless people realize the grave mistake of standardized testing.

Be Nice To Subfrosh No Matter What They're Wearing

So there we were, the ten of us, talking, eating, throwing food, making disgusting noises, doing basically what we do every night in Commons—when suddenly (gasp!) a stranger came into our midst. This person appeared as one of us: she was the same

Adam Tierney and Adam Fifield

age and height as rest of us, dressed in a similar, nondescript fashion (with the exception of an atrocious sweater) and came across as reasonably game and amiable. For all that she appeared to be like us, however, we knew in our heart of hearts that she wasn't. Something about her painted her as distinctly different. She was a subfrosh.

What a dehumanizing thing it is to be called to be a 'subfrosh'. She, unlike us, was grouped into a classification which made her a curiosity: part observed and part observer. As our meal went on, we continued in a normal fashion (throwing food, stuffing as many grapes into our mouths as possible, mounting verbal assaults upon one another, and, of course, participating in the obligatory nightly jello-inhaling contest). We never once

gave heed to what our subfrosh might think of these events. It truly never occurred to us that she may just actually have an identity outside that of the subfrosh mold, or for that matter, that she may be different from us. Af-

What a dehumanizing thing it is to be called to be a 'subfrosh'.

ter all, hadn't she been randomly assigned to one of our friends? We half expected her to grab a handful of jello and join in.

As the evening progressed, it occurred to us that maybe she didn't appreciate our two hour Supper and Olympic Extravaganza. Maybe, (pause), she was bored! A quick attempt was made to remedy the situation. The question, "So, what ARE we going to do with the subfrosh?" rang out a great many times, as we labored to form and catalogue our itinerary for the evening (We persisted in calling her "subfrosh" even though, rumor had it, she went by another name). Eventually, one of us took her to the library, where the twosome watched 'Spinal Tap', until she became tired and decided to hit the sack.

The question that comes to

everyone's mind is: Do Batesies act differently around subfrosh? Do they tone down or tone up their animalistic behavior? How does one tell if a subfrosh belongs at Bates? If you can tell that they don't belong, how do you scare them away? If they do belong, how do you attract them to the school? The answer to all these questions is as follows: It doesn't matter. They're only here for two days.

The point remains in that random classification according to a label, like 'subfrosh', is a cultural practice that should be avoided. Our expectations of this subfrosh, although thought to be harmless and amusing (or bemusing), accent a problem we often face today: that of dehumanization. Most of us, although we never intend to, place people in different groups through the use of external or other characteristics. The 'subfrosh' phenomena dramatizes (rather ridiculously) this point; she was a purely random person who entered our lives. One minute, she is dropped upon us. Swiftly, we come to some basic and erroneous conclusions. We act upon them and then she is gone (Don't worry Bates—maybe she liked us!). For many, however, the process of alienation is a much slower and more painful experience.

Dehumanization essentially reaps one of one's identity as an individual. Other examples on campus of this type of classification are: students who live in the 'The Bill', members of the football team and science majors (you know—the geeks). Of course,

The question that comes to everyone's mind is: Do Batesies act differently around subfrosh?

many people dehumanize themselves by conforming to a social norm they might not individually accept or prefer.

This anecdote is a very light but noteworthy example in the examination of how we determine our perceptions of other people on campus. Social exclusiveness is a common topic of discussion at Bates, and we hope the above example yields a new angle for you to consider. Although we intend no allusion towards issues of racial, sexual and religious discrimination, we hope to demonstrate the ease with which we all randomly categorize our peers.

P.S. Be nice to subfrosh no matter what kind of sweater they wear.

Evaluations

■ CONTINUED FROM PAGE 4

tiveness as a teacher. They are also diagnostic in that they provide the instructor (and only the instructor) with your written comments. Read together with the statistics and raw scores, these comments give the instructor a sense of what worked and what did not and how she or he might change the course in the future.

The first purpose, as you might expect, has to do with all those No. 2 pencil fly specks you make on the front of the evaluation form. All the numerical responses to the familiar seventeen questions are used to generate a summary table of average scores for each course. Your instructor can see at a glance whether the re-

sponse she or he received on a particular question is above or below the college "average." If you think that the first glance at these comparisons might be a tense moment for an instructor, you are right! This is particularly true for younger instructors who must live with the knowledge that these statistics will be scrutinized by the department chair and the Personnel Committee in the tenure and promotion process. Statistics on "rate of response" (number of students completing the forms tabulated versus the number of students enrolled) are also tabulated. Like it or not, when you sleep in on evaluation day, it shows on your instructor's record.

Statistics are useful but they are admittedly limited in their ability to reflect the totality of your experience

in the course. Fortunately, the second purpose of the evaluation process makes use of words, your written comments, to communicate to the instructor your sense of the strengths and weaknesses of the course. In preparing for a new semester, quite a few instructors consult their previous student evaluations. Many a good idea of yours has been actualized on a syllabus at exactly this moment in time.

It might reassure you to know that neither the statistical summaries nor the anonymous forms with their written comments are sent to instructors and chairs until several weeks after the close of the semester. This means that your course grade cannot be affected by your response on the form.

Evaluations have a positive, for-

ward-looking side, and they also have a soberingly serious role to play in supplying a statistical portrait of each instructor's effectiveness as a teacher. Either way, they are a tool intended for your hands alone. Remember, only a student can write a student evaluation; BE THERE ON MARCH 25 AND 25!

The Evaluation on Teaching Committee



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Junior Advisors Recent Addition to Bates Community

Program Has Not Always as Well Received as it is Today

by Barnaby Wickham
Student Correspondent

The Junior Advisor (JA) position, designed as an institution to serve first year students, has not always enjoyed the student support and participation that it currently commands.

Before the JA position was introduced in the Fall of 1977, there was instead something called a proctor system. Proctors lived in every house and on every floor of every dorm, and served as resident coordinators, general advisors, and enforcers.

Notably, the welfare of first year students was not necessarily the responsibility of the proctors.

Prior to the Fall of 1977, JAs were simply not seen as a necessity. James Reese, assistant dean of students, said, "It struck me, being a new person that year, that the interest in new students was much more pronounced here than everywhere else. At Bates there was a tradition to help new students rather than ignore them."

But problems began eventually that did seem to necessitate the JA program. It started in Smith, which contained male triples at the time. The dorm contained 80 percent new students, and, as Reese commented, "There wasn't much of a relationship between new students and upperclassmen (in that dorm)."

In response to the situation, twelve JAs were put into Smith experimentally while the rest of the campus remained with the proctor system.

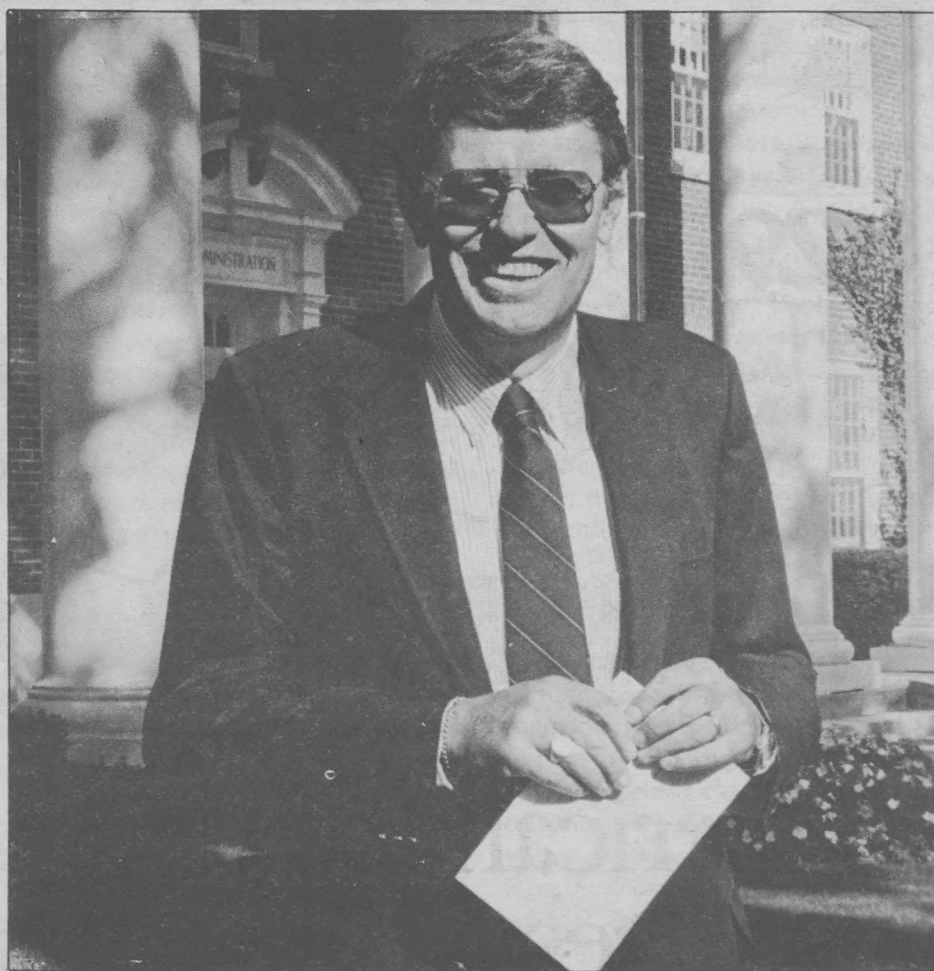
Reese stated, "The campus went crazy." The common student perception was the administration was, "taking orientation away from the rest of the students." In fact, Reese remarked, "A lot of the real ways (of orientation) were not so great."

James Carignan, dean of the college, related a scenario that he perceived as quite common in those years: "You arrive as a new student

and you go next door and what you get is their perspective of (college life) instead of an accurate presentation."

Carignan continued, "Through the JA program, first year students could discover the college

trained or oriented to help facilitate interaction between faculty advisor and students so that more accurate and cleaner information about academic life of college could be transmitted."



James Carignan, dean of the college.

File Photo.

themselves instead of discovering it through people who had already experienced it. It was a way to insure that the first year student could discover it accurately instead of through the biases of perspectives of those other people."

"(The JA position)," Carignan explained, "was an idea that grew out of essentially a concern about advising and an effort to create a connection between (faculty) advisor and advisee that was more than a signature on the run. We came up with the idea of a JA who would be

"It came out of it that the JA could provide an important role; an individual had a certain kind of training that helped them be concerning towards new students and sensitive to their needs," added Carignan, "That person would be easily accessible and a real resource person to first year students."

F. Celeste Branham, dean of students, added that, "The JA position's express purpose was to remove the primary police role and make them more of a resource matter. They are there for personal and aca-

demic guidance. There is no expectation for an enforcement role."

From 1977 to 1983 the JA program was gradually integrated into the rest of the campus. By the Fall of 1983 every first year student had a JA. "Everyone who had a JA was satisfied and JA's were generally interested in helping out," said Reese, "By the Fall of 1983 there was general student acceptance of the position."

Reese said that the common complaint in the program's first years, that, "All they (JA's) want to do

"The campus went crazy." The common student perception was the administration was, "taking orientation away from the rest of the students." In fact, James Reese remarked, "A lot of the real ways (of orientation) were not so great."

is make students study all the time," is laughable now. Reese stated, "I think they thought the place was going to become a little less social. That probably is so, but because students have chosen to study more."

Carignan commented, "When we introduced the program it was very, very strongly opposed by upperclassmen. After a couple of years what we saw was request for expansion of the program. I think there was concern the first year students would be segregated from the rest of the campus. Candidly, I don't think that has happened. Bates is too small of a campus for that."

Carignan concluded, "One of the interesting sidelights is that the JA's grow immensely as the result of the experience of being a JA. I think this is reflected in the number of applications year after year."

JA/RC Selection Process Discussed

by Beck Schoenfeld
Staff Reporter

According to Coordinator of Student Activities Paul Rosenthal, selection for Junior Advisors (JAs) and Resident Coordinators (RCs) depends on several things: a student's application, essay, 3 or 4 recommendation letters, and a 15 minute interview.

In the JA application, the essay requires a brief explanation of "goals as a Junior Advisor." Similarly, an RC essay requests a statement of "one type-written page, explaining reasons for applying for the position." Rosenthal articulated that there is "no strict GPA requirement. We don't pass around transcripts," he said.

Recommendations for JA candidates must be written by two students, one preferably from a current or former JA, and 2 faculty members. Three recommendations are re-

quired of RC applicants, 2 from students with one preference for an experienced RC and 1 faculty member.

A participant in this year's evaluation committee, Rosenthal

"(In interviews) scenarios are often used in resolving roommate situations, to dorm floor situations, or even more important, acceptance of people from different backgrounds."

- James Reese

commented, "The interview is fun. You meet people you're otherwise not in contact with. The hard part is how to distinguish people as very good candidates. People applying to be a JA are usually the model citizen types with glowing recommendations," he

added.

According to Assistant Dean of Students James Reese, the interview can entail hypothetical scenarios as a JA and questions based on the applicant's essay. "We start out having students indicate their approach to greeting and introducing a new group of students to the college for the first couple of weeks," explained Reese.

"We also ask for things they recall from early experiences and pose questions they can expect to receive from new students adjusting to everything," Reese continued, "Scenarios are often used in resolving roommate situations, to dorm floor situations, or even more important, acceptance of people from different backgrounds."

Agreeing with Rosenthal, Reese noted the difficulty in narrowing down the pool of approximately 90 applicants to fill 29 positions.

"Clearly 55 to 60 people would be excellent JAs. It would be nice if we could appoint twice the number and have six people in each center instead of 12," he suggested.

Brad Peacock '92, a Smith JA serving on one of the committees, said, "We try to base some questions on the essays and some on personal experience. There's nothing like being a JA, because no one (of the applicants) has ever been there before. That's why judgement is crucial."

According to Peacock, possible scenarios include a first-year woman complaining to a JA about her roommate's boyfriend becoming a permanent fifth roommate in their quad, or a roommate complaining that the other roommate is a homosexual or lesbian. Additionally, "Pregnancy and alcohol are big topics used," he noted.

■ SEE JA/RC, PAGE 10

Current JAs Discuss Experience With the Program

by Adam Fifield
Staff Reporter

As the school searches for better ways to ease the first-year student transition at Bates, Junior Advisors (JA's) become a more integral part of that process.

Lauren Kelly-Washington, JA in Smith-North, said she decided to become a JA because, "I've felt that I've been in a JA's position ever since my first year. People feel comfortable talking to me." Kelly-Washington emphasizes an open-minded attitude and an ability to cope with all types of people as two crucial qualities in potential JA's.

A common misconception about the JA position is the amount of 'fun' one has, according to Jeff Parsons, JA in Page. "It's not all fun," said Parsons, who added that, "Your main job is to be responsible to the college."

Parsons cited the two most common reasons, in his opinion, that students apply for junior advisor positions: 1) they had a very good JA themselves or 2) they were assigned to a poor one. "My reason was the latter of the two," said Parsons, clarifying, "I didn't want that to happen to anyone else if I could prevent it."

Jen Otis, a JA in the Bill, became a junior advisor for the first of the two aforementioned reasons. "I had a good experience with my JA," she said, "and I wanted to make this year's transition for incoming students as easy as possible." A JA can be very influential to

first-year students, claimed Otis, because, "sometimes we're all they have."

The perceived respect associ-

ated with the position of junior advisor can be misleading, according to Kelly-Washington, who said, "You're not a demi-god," she said. She also

warned potential JA's against assumption that as JA's they will be able to solve any problem and will get along with his/her entire first-year

questions my freshmen ask me about what they should wear that day to a request for help in course registration." Parsons added the perception that the position of Junior Advisor is a twenty-four hour a day job.

Kelly-Washington said she felt that the experience of being a Smith JA in Smith was unique among JA positions: "You are required to act as JA and RC," she says.

On the other hand, looking over a first-year center in the Bill is "a little wilder" than it probably is in other dorms, said Otis. In comparison to first-year centers in Smith, though, she noted a trend in her students of an easier adjustment through acquaintance with upperclass students.

"Sometimes, I feel parental," says Kelly-Washington, "When my students hang around in my room after I've had a long rehearsal, I almost feel like saying . . . 'mommy's tired, I don't want to play right now.'" She also noted that the JA position can infringe upon one's privacy.

Otis said this year has been successful for her: "I've had no serious problems that I couldn't deal with." Problems that are common in most first-year

centers, according to Otis, are those concerning drug and alcohol abuse. "But, we're not authority figures," she says. "We're not there to tell them 'No.'"

The basic alcohol policy instituted by the college concerning alcohol does not allow JAs to buy alcohol for first-year students. "I never have bought for my center," said Parsons, "and I won't. This issue is where you have to draw a line between friendship and responsibility."

Kelly-Washington said she knows of some alcoholics in her first-year center. "It's mostly a problem of alcohol," she said, "but there are some harder drugs." She speculates that in light of the sudden freedom of college may contribute to problems of excessive drinking that were otherwise curbed in a previous restrictive home life.

One Junior Advisor, who chose to remain anonymous, claimed to smoke marijuana with some of the students in her center. "If I don't let them get out of control, they'll learn moderation," she said.

All three junior advisors identified above said that they have enjoyed walking in JA shoes, and they wish the best of luck to next year's group.

Junior Advisors and Resident Coordinators ----- 1991-1992 -----

Junior Advisors

Sonali Arseculeratne
Margaret E. Barber
Cheria L. Clow
Suzanne L. Giles
Meredith P. Godley
Kristy L. Gould
Jennifer C. Green
Antoinette Kenmuir-Evans
Alicia J. Klick
Shahana Koslofsky
Julie A. Ludden
Paola San Martini
Alexandra C. Messoro
Allyson L. Reynolds
Jodi D. Sturgis
Kristin L. Swartz
Madeline F. Yanford
Michael R. Bosse
Stephan Gambon
James M. Geary
Pranav R. Ghai
Mark J. Gilboard
Jonathan E. Kropp
Thomas Lacey
Brenden J. McMahon
Stephen D. Nichipor
Lance Rozear
Jeffrey T. Smithson
Aaron C. Wey

Resident Coordinators

Jennifer Burwell
Christopher Donovan
Peter Friedman
Timothy Gollan
Mark Gwinn
Mary Hanlon
Scott Kelliher
Lauren Kelly-Washington
Peter Light
Suzanne Mucci
Elizabeth Myrick
James Noone
Peter Olson
Jennifer Perloff
Stephen Peters
Kristin Pierce
Jennifer Webster

Alternates:

Mark Hallee
Sean Sawyer
Penny Swift



JAs discussing the week with their first year students with F. Celeste Branham, dean of students. Kelly Killeen Photo.

First-Year Students Assess Effectiveness of JA Program

by Courtney Fleisher
Student Correspondent

First-year students tend to agree that the JA program is a valuable asset in adjusting to the Bates college community. However, as with almost any plan, they have noted some glitches.

"I think the JA program is good," said Pat Fleming '94, "The JA's really help new students get acquainted with the campus." Patrick Donnellan '94 finds the JA program to be helpful because, "it puts older students in contact with new students."

Paula Wood '94 said that she has a great experience with her JA. "One of my JA's has turned out to be not only a great JA, but she is also one of my good friends now."

There are, however, other students that find the program in a somewhat less favorable light.

"I think that having JA's is an excellent idea if the JAs selected are qualified. It is important that they can give the attention to their first-year students that is needed," said Joe Armstrong '94.

One student said that the JA's were great for the first few weeks of school, but that after that they did not have much of a responsibility. He felt that the program was great for a September first-year student, but that first-year students that enter in January get the short end of the deal.

A first-year student who entered in January shared her story of how she came to meet her JA. "It was late in my second week of school. I was at a party when this guy I had never seen before came walking up to

me, I asked him who he was, and he responded that he was my JA. I found this to be quite irresponsible of my JA. Especially since I was coming in as a

"I feel extremely negative about my JA. He's so wrapped up in his private life and his friends and set in his niche at Bates that he hasn't made the slightest effort to help me or any other of his freshmen. Basically, he's useless. I think he's in it for the money."

- Anonymous January first-year student

January freshman."

Tycho Peterson '94, another January first-year student, was quite unhappy with his JA. "She's never there. She's never in her room. I think she's non-existent because she never comes to see how I'm doing."

Another first-year student said, "I feel extremely negative about my JA. He's so wrapped up in his private life and his friends and set in his niche at Bates that he hasn't made the slightest effort to help me or any other of his freshmen. Basically, he's useless. I think he's in it for the money."

Richard Cuthrell '94 said that he has heard JA's say that, "part of their job is to tolerate us. If that's how they feel about their job and about us, then I'd rather they not have the job at

all."

Although there were quite a few students that felt their JA's were not quite working up to their positions, very few had problems with their JA's on a level of personality, and almost everyone had suggestions to improve the program for years to come.

The most common complaint was in the interview process. Such suggestions came up to spend more time in the interviewing process and getting to know the applicants better.

Brian Posner '94 said that the job should be more of a people position. "Those who get the positions should be the people who are going to regard me as a potential friend, not just a task."

Greg Mackey '94 said he thinks the interviewers should be looking for people who have energetic and enthusiastic personalities. Shanon O'Donnell '94 suggested that applicants hand in a statement of what their plans are for the upcoming year and that the JA's be followed up by evaluations to be filled out by their first-year students on their performance. Elise Greven '94 thought it might be helpful for the interviewers to interview acquaintances of the applicants that were not necessarily their friends.

"When I was visiting one of my friends at another college they had a big brother, big sister system. That program worked well there, maybe it might work well here, too," commented Brian Samick '94.

Although first-year students appreciate the JA program, the consensus is that it still needs work.

JA/RC Selection

■ CONTINUED FROM PAGE 8

While Peacock realized that for "each scenario, there's not a clean-cut answer," he also emphasized that expedient responses are highly regarded. "This isn't to say that thoughtfulness isn't bad, but how quick they answer sometimes shows how they will deal with a crisis," he elaborated.

"The interview is most helpful for me, because you can't really test someone's judgement on paper," he commented. "If someone wasn't good on paper, when they come in, you're like 'come on, surprise me.' When it's obvious that the interview went poorly, you feel really bad for them. But when someone does really well, you're their cheering section," he added.

One of two committees interviews the RCs. According to Rosenthal, these committees comprise a dean, a student recommended by the Representative Assembly, 2 current RCs, and either a faculty member or a member of the administration in lieu of faculty.

Suzi Mucci '92, current JA and selected RC for the upcoming 1991-92 academic year, said the scenarios and questions posed during the RC interview were similar to those utilized by a JA committee. Mucci was asked to elaborate on her experience as a JA and to distinguish JA from RC responsibilities. RC questions included "How do you think managing 3 houses is different from managing a dorm?"

Seventeen out of approximately 30 applicants attained RC positions, and 29 from approximately 90 candidates attained JA positions.

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Arts and Entertainment

Student Pianist Has the Key to Success *Duncan Cumming fills the Olin Concert Hall again*

by Mary Lehman
Arts Editor

When sophomore Duncan Cumming noticed a string was out of tune during his piano recital last Friday night, he calmly paused to ask assistance from John Corrie. The string being fixed, Cumming pounced on the keys again without a breath. His strength and intensity are not only reflected in the sound he produces but in the near full-house audiences he draws at the Olin Concert Hall.

That night, the Olin office had taken reservations for the three-hundred seats in the concert hall, and had a waiting list of fifty when they decided not to take any more names. Although the concert was free, managers decided to take seat reservations because many visitors had been turned away at Cumming's orchestra concert last semester during Parents' Weekend.

Mark Howard, coordinator for the Olin Arts Center, explains that concert attendance varies, and ticket price is usually not a factor. Seasonal and other community cultural offerings do play a part, he says, remembering that almost all Olin Concert Hall events were well attended during the inaugural year of the building.

Howard attributes Cumming's popularity to a mixture of talent and personality, in addition to the reputation of his instructor, pianist and artist in residence, Frank Glazer. "Being Frank Glazer's student carries a certain amount of prestige because

of Mr. Glazer's international fame as a concert pianist," Howard commented.

Once a teacher at the Eastman School of Music in Rochester, New York, Glazer came to his wife's native

done. I've learned 'the life'; we'll talk sometimes for hours before a lesson."

Cumming added that Glazer still performs: "He's a generous man so he would teach; but like he says, you never stop playing. . . he can't



Sophomore Duncan Cumming is a student of visiting artist in residence and internationally-known concert pianist Frank Glazer. News Bureau photo.

Maine to retire. Cumming met Glazer at a summer program held at Bates in 1986, when he was a senior in high school. (Cumming himself is from nearby Wiscasset, another reason why his performances are so popular in Lewiston.) He then decided to take two years off to study with Glazer and to make up for lost practices. "Mr. Glazer always said that one should apprentice one's self to an artist," Cumming said, "which I think I've

stop because people keep calling and he doesn't say no very well."

Howard also praised Glazer, explaining that members of the music faculty who are "connected to the great music schools," knew of Glazer's reputation and were pleased that he was teaching at Bates. "He comes from the traditional school of performing classics. . . Duncan performs in that same style. . . (in a) very impressive manner for his age."

Howard attributes

Cumming's popularity also to these traditional programs, and to Cumming's ability to perform them. "I think the student body as a whole is excited that one in their midst has such a wonderful talent." Howard also suggested that Cumming's personality contributes to concert attendance: "He shares his gifts with others. . . I think that's what the connection is between Duncan and the community."

Cumming explained that his programs have become more and more difficult, "and next year and the year after it will continue that way. . . (Glazer) plans a great program, that's no exception in his life." Cumming has performed solo recitals and orchestra concerts, and says he enjoys both equally.

Cumming will continue to study with Glazer, and says he will depend on him for advice about continuing his music studies at a conservatory after graduation. "I've basically invested everything in Mr. Glazer. He explained that being at a liberal arts college, 'keeps me open to other things if I decide, or it is decided for me, not to play. (I will) wait for Mr. Glazer to decide for me.'"

Cumming added that his parents also know Mr. Glazer, and are happy with his decision to attend Bates. "My parents were the ones who encouraged me to go to the summer program where I met Mr. Glazer," he said. "My parents got me started and kept me going."



The five-member band Fin McCool will perform this Sunday in the Olin Arts Center Concert Hall at 3 pm in a special St. Patrick's Day concert sponsored by the Freewill Folk Society. The group takes its name from a legendary Irish warrior-king charmed by "sweet sounds." While their programs are largely devoted to the music of the Celtic heritage, namely that of Ireland, Scotland, Wales and Brittany, the group also dabbles in the folk music of America and the Canadian Maritimes. Fin McCool's strong vocals are bolstered by a number of instruments -- from the ancient (such as the medieval krummhorn) to the electronic (the keyboard synthesizer), and encompassing multiple guitars and recorders, flute, piano, penny whistle, autoharp, clarinet, hammered dulcimer, harmonica, bass and bodhran -- the beloved Irish hand-drum which lends the distinctive driving beat to much of that country's music. Admission is \$4 / \$2.

News Bureau photo.

POETRY READING

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Theater production S.T.U/I R.'s Response

Can a re-write stand on its own?

As I was walking out of Gannett Theater last weekend, after seeing the Theater Department's presentation of "S.T.U/I.R.", I heard a man behind me say: "Now I'll have to see the movie to find out what the hell I just saw." His comment reveals two things about Director William Pope.L's adaptation of Lorraine Hansberry's "A Raisin in the Sun". The first is the central problem of the production: it assumes a basis of knowledge that the viewer, in all like-

Isabel Roche

lihood, doesn't have. The second is that the play is able to spark enough interest in the subject to make the viewer want to see "Raisin".

Thus "S.T.U/I.R." is, to a certain extent, partly successful. It succeeds in raising an awareness that lasts beyond the hour of the play. There is a chord that is struck. But the problem is that the chord rings a hollow sound: despite several good performances, (especially that of Racheal Dymon in the role of Mama) the play fails to be entertaining. I don't mean entertaining in the sense of being funny; the material is of a serious nature. This is not slapstick comedy. But an entertainment factor is important to all theater, and this play fails to entertain a plot that can be followed.

There is no satisfaction in the success of "S.T.U/I.R.". This can be attributed to the fact that the only feeling that is raised is an awareness. Good theater is transformational; this play is not. The audience never becomes a part of the "we" that Pope.L wants us to be in his adapted title (in the director's notes, he explains the "I/U" is meant to suggest "we"). The

story, if there is one, is so convoluted that we are literally alienated from the production.

This stems back to the assumptions that are made by the play: a knowledge of "A Raisin in the Sun". Quite simply, most viewers aren't familiar with "Raisin", and in my opinion, such a requirement shouldn't be made of the audience. A play should be able to stand on its own, and "S.T.U/I.R." leans too much on its forerunner. Pope.L tries to balance this by his obvious portrayals of stereotypes, both black and white; these

Quite simply, most viewers aren't familiar with "Raisin", and in my opinion, such a requirement shouldn't be made of the audience.

are the demons he wishes to expel. But his characters fare no better -- they remain stereotypes. The characters, through no fault of the actors, never become rounded or whole, because they are put into situations that simply aren't explained. Thus the only moments when the play is able to shine occur when the viewer is able to get a glimmer of both what is happening, and what that situation means.

Unfortunately, these moments are rare. I wish they weren't. I wish that I came out of "S.T.U/I.R." feeling in awe, amazed, or in the very least affected by what I saw. But I didn't. I came out of the play feeling frustrated. But this is not the worst reaction that I could have had: I could have felt nothing. "S.T.U/I.R." did have an affect on me, just not the right one.

What do all the meanings mean?

Already the reviewer is stuck. The reviewer cannot (re)inscribe the title itself, except by approximation S.T.U(I).R. Inside the program, printed at the bottom of the second page, "The letters "U" and "I" stand for "You" and "I" and suggest "We".

Steve Gensemer

By "We", I mean the American neighborhood somewhere between the Atlantic and the Pacific." And below that, at the bottom right, marginalized along with the words above it, italicized, the letters "William Pope.L".

At this point, we may raise the question of the period. ?. Is it, in fact, a period? Does the fact that it is mis(dis)placed/spaced in the name, i.e., before the single capitalized letter, rather than after it, placed in the space, suggest misplacement of period, of space? of the initial, which, in this case, does not initialize the name, but rather terminates it? What to make of this initial terminus, and the contradiction therein? and can we ("UI") also suggest "Wi", suggesting "William Pope.L"?

Above, we/ui see again the letters "William Pope.L", this time on top of the right of two columns under the words (centered) "THE COMPANY". This time, however, "William Pope.L" appears in boldface type, but it is again marginalized on the right, in line this time with the words below it. On the left margin, in line with these letters, we see "Author, Puppet Lady". Are we to believe, then that "William Pope.L" re(de)fers to the Author of the play we are to see? Looking down the left margin, the word "Author" appears opposite seven other names; does the play have seven authors? or seven "Authors"? seven characters named "Author"? seven characters who are authors? seven characters who are the authors of this play?

Further up, we see four lines of text, all centered; first, "S.T.U/I.R." - below that, in italics, "a funk adaptation of Lorraine Hansberry's", and

below that, in italics boldface, "A Raisin in the Sun", below that, "Directed by", below that, "William Pope.L" Does this mean that S.T.U/I.R. is directed by William Pope.L? or is "Rai-

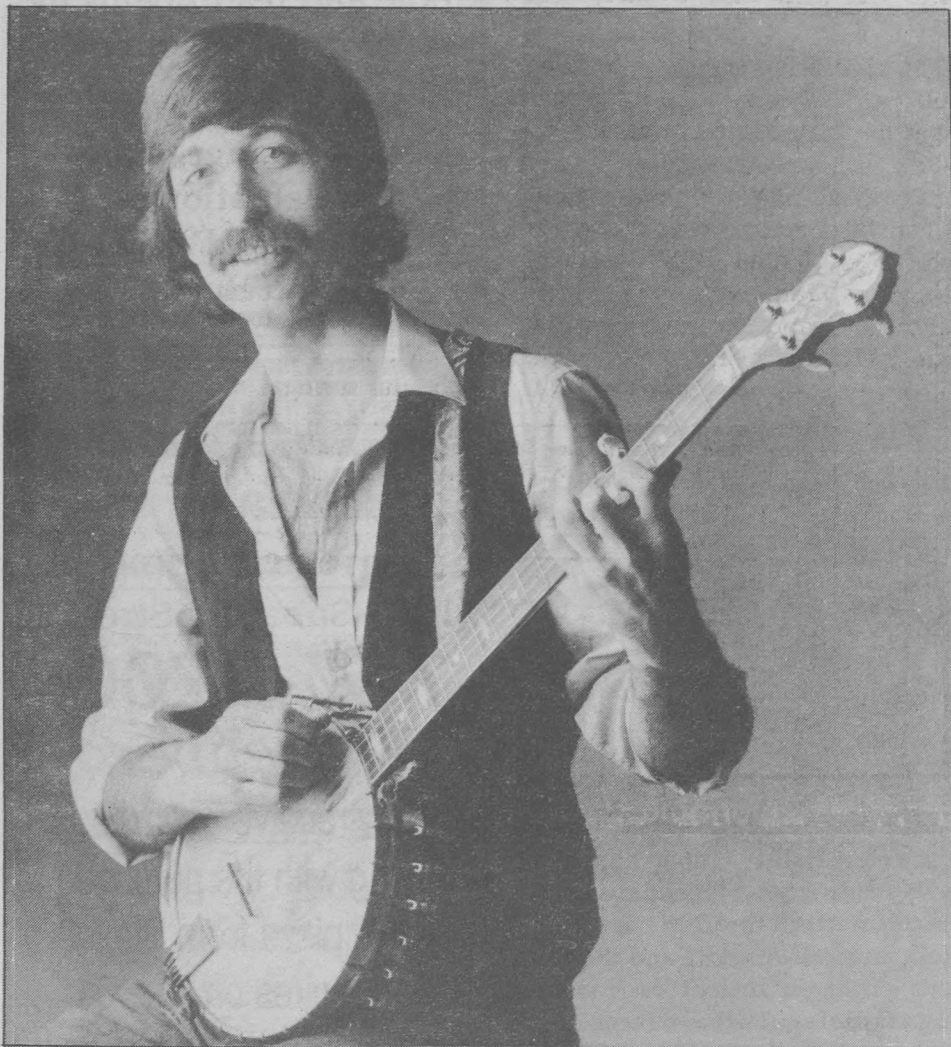
What to make of this initial terminus, and the contradiction therein? and can we ("UI") also suggest "Wi", suggesting William Pope.L?

sin in the Sun" directed by William Pope.L? and what of Lorraine Hansberry? is her name used in the possessive because she owns a raisin in the sun? because she owns a play named "A Raisin in the Sun"? does she own it because she wrote it, or because she bought it or stole it?

Can I answer any of these questions? Why bother asking them? I have a distinct feeling that this review has been w/holly dictated by William Pope.L himself, that I am merely the agent through which "William Pope.L" displays its iterability.

These questions of authorship and identity are not isolate to the program; they run through every character, every line. The characters' self-identity is in crisis in much the same sense that the authors' identity is. They speak as if spellbound by some cultural ventriloquism, condemned to utter phrases over which they have no control.

I cannot say anything serious for sure about the play except that it is a mis/understood master(/slave)piece. It turns on every word. It is A Raisin in the Sun turning, at every word, toward the audience, toward all that is outside itself. A Raisin in the Sun may have re/deferred to the discourses outside it, but did not turn towards them, did not turn to face them. S.T.U/I.R. does. And in doing so, it turns toward the audience, asking us what we think we know about (the) race.



Virtuoso Boston banjo player and guitarist Ken Perlman will give a coffee-house performance next Thursday in Chase Lounge at 7:30 pm. \$3

News Bureau photo.



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Free T-shirts and Live Irish Music from Triple Threat Ltd. Plus
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Sports

Michaud to Compete in Biathlon Championships

by Barnaby Donlon
Staff Reporter

While most Bates students are busy with term papers and thesis this week, Dave Michaud '92 will be competing in the North American Biathlon Championships at Calgary, Alberta -- the site of the 1988 Olympics. Representing the five-man U.S. Junior National team, Dave expects this six-day event to be the most important race of his career.

For those of us unfamiliar with the sport, a biathlon combines Nordic (cross-country) skiing and target shooting over a course distance of either 10 or 20 kilometers. In a 20K race, for example, a biathlete fires twenty shots at four shooting stations. Skiing up to the station with a gun, he/she must fire five shots at five targets 50 meters away.

On the ski course, the biathlete encounters two different shooting stations: one type is designated for standing up while shooting, and the other is for lying down, or "prone" style. Missed targets result in time penalties (one minute is added to your total time) or skiing penalties (usually a 50 meter lap per shot missed.) The skier crossing the line with the lowest overall time (after penalties) wins.

Michaud began his season this year with a trip out to West Yellowstone, Wyoming over Thanksgiving break. During January, he traveled to several local races in Bethel, Rumford (Maine) and Hanover (New Hampshire.) In the Bethel and Hanover races, Michaud



Dave Michaud '92 is aiming to prove himself against national competition at this week's North American Biathlon Championships. *Scott Pim Photo.*

smoked the field and placed first. At the Junior Nationals in Rumford, he had to settle for fourth place, but the combined points he gathered at these races qualified him for the National team for the second year in a row.

The recent war in the Persian Gulf shattered Dave's hopes of competing at the Junior Worlds held in Bulgaria during February. He said, "I

was really disappointed when I found out that we couldn't go. This race would have given me a good indication of how I compare with the best junior biathletes in the world." However, the six day event in Alberta, Canada promises to be equally competitive, with teams from Europe and Canada.

Dave's interest in the sport of biathlon transcends the ordinary

athlete's primary goal of fitness; his future has "Olympics" written all over it, with serious plans to try out for the '94 Olympic team after graduating from Bates. If unsuccessful, he targets the '98 Olympics as a second shot at the ultimate glory. Right now, however, Michaud will focus his energy on trying to win the biggest race of his life, which is also his "first international experience."

Nat Wheatley Earns All American Honors

by Grace Murphy
Staff Reporter

Last year, Nat Wheatley '91 returned from Nationals at North Central College in Naperville, IL, after clinching ninth place in the 35# weight. This past weekend, Wheatley returned from Nationals at Wellesley College as an All-American, boasting a sixth place finish and a personal record of 54' 3 1/4".

"Boasting," however, does not apply to Wheatley, as he modestly explains, "I was just lucky enough to have a good day."

No stranger to Nationals, Wheatley's coaches might disagree with his theory of luck. According to throwing Coach Joe Woodhead, "Nat is very talented. He is a very loyal athlete in terms of attendance to practice-- he's never missed practice to my knowledge, and is very conscientious about his strength and weight-room work." Coach Walter Slovenski, who accompanied Wheatley to the meet, added, "He has good versatility as well as dedication." In addition to the 35# event, Wheatley throws the shot,

and the 16# hammer and the javelin in the spring.

Although Wheatley threw some discus at Thayer Academy, he

"I was just lucky enough to have a good day."

-Nat Wheatley '91, on placing 6th in national 35# pound competition

came out for spring track his sophomore year and got introduced to the 16# hammer. Since then, Wheatley has placed second in the state meet in the 16# last year, broke the school record in the discus (164' 5"), and began his first indoor season last year, where he won New England's, NESCAC's, and placed ninth in Nationals with the 35# weight.

This season, prior to Nationals, Wheatley won the state meet, grabbed third place in ECAC's and New England's. Either Wheatley possesses a great deal of talent or he gets lucky at just the right times.

Wheatley also credits his suc-

cess to his coaches. Of Woodhead he explains, "He's very supportive, and understands there are bad days. You couldn't ask for a better coach."

Both Woodhead and Slovenski predict great things to come. Says Woodhead, "I expect Nat will go to Nationals in the hammer and discus," and Slovenski concurs, saying, "The discus is his best event. With the experienced (he has) gained,

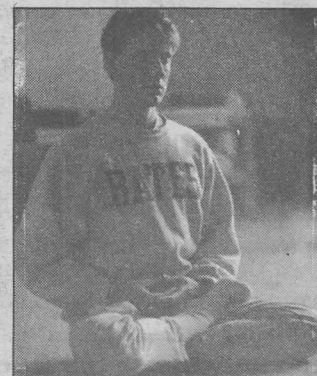
he will be much improved."

Wheatley continues to aim for personal improvement, as he regulates his progress, lifts, runs three times a week, and, "works a little harder" than before. Not only does he continue to set records and receive personal awards, but, according to Woodhead, "A guy like Nat makes his coach look good." Expect Nat to look good this spring.

Is there a basic irony that has been haunting you all year? Share it with us and earn a free subscription. Oh, the irony. The Bates Student meets Sundays at P.M. on the second floor of Chase Hall. Believe it, or not.

Oh, the Irony.

From the "Please Don't Tell the Outside Examiner" Dept.: Senior Rich Taylor, who recently completed an Honors Thesis in Religion, portrayed religious hypocrite "The Church Lady" at the 1987 new student talent show. Believe it... or not.



Baseball Hopes to Continue Winning Tradition

By Jason Patenaude
Sports Editor

A new era is about to begin for the Bates College Baseball Team. Well, sort of.

While the retirement of head coach William "Chick" Leahy after thirty-six years obviously marks the end of an era, Leahy's replacement, Robert Flynn is not exactly a newcomer to Bobcat baseball. Flynn served as one of Leahy's assistant coaches for seventeen seasons before taking over the helm, and thus the rookie head coach feels that "It doesn't seem like my first year."

Leahy is not the only person whose absence Flynn must compensate for. Nearly all of last year's infield was lost to graduation, including offensive anchors Bobby Mischler, Troy Murphy, Joe Heathco, and Mark Clizbe. With only co-captain Jeremy Chase '91 returning, Flynn must reorganize his infield personnel. Beginning with middleman Chase, who shifts from second base to the short-stop, Flynn is currently considering a variety of players at each of the remaining positions. Vying for positions alongside Chase are junior Brad Adams and senior David Burr at first base, junior Tim Collins and new student John Morrissey at second and sophomore Aaron Wensley and junior Bob Kearney at third.

Flynn noted that the relative inexperience of the infield may affect their defensive consistency. "We are fairly new in a lot of infield positions," he stated. "How well we can play up to the level of last year's team will be a major factor."

The outfield is more stable, with returning co-captain Pete Carr '91 in center and junior Bob Kearney in right. Joined by sophomore Chris

Plante, the trio's combined batting strength and foot speed makes Flynn feel that they are "as good as anyone in NESCAC."

Flynn is also optimistic about the pitching staff, which currently boasts eight players. Anchoring the squad are three time lettermen Rick Landry '91 and Rick LaFleur '91. The left-handed Landry, despite nursing a recent ankle injury, should be the team's top starter, while LaFleur is slated to return as the team's closer.

"We are all optimistic. The team is looking forward to a new era of success. The baseball program has been successful over the years and we hope to keep it that way. We want to maintain the winning tradition, and we'll do the best we can."

-Head Coach Robert Flynn

Additional arms include juniors Chris Ryder, Joel Bines and (possibly) Tim Collins, sophomores Steve Lilly, Chip Hinckley and Chris Comrack as well as new student Chip Balser.

Balser, who faced college hitters for the first time during the team's recent trip to Florida, impressed Flynn with three scoreless innings against division II squad Rollins. "He has a three-quarter to sidearm delivery and gets a lot of movement on the ball and changes speeds." The presence of several pitchers creates an ideal practice situation: in giving each pitcher the necessary mound time Bobcat hitters are offered a surplus of live pitching. Thus, at the same time as the pitchers



The Bates Bobcat Baseball Team is hoping to be a hit under first year head coach Robert Flynn.
Scott Pim Photo.

sharpen their accuracy off the hill the hitters hone their timing in the box.

Hitting is a concern for Flynn since he believes the holes left by graduation, particularly the loss of Mischler's "outstanding" bat, will be difficult to fill. Though Flynn claims that "no one" can replace Mischler, he is consoled by the return of Kearney, Carr, Plante and Chase. Kearney, who ranked second in NCAA Division III homerun percentage last year, paced the Bobcats in doubles, triples, RBI, total bases and stolen bases in 1990. Carr, who was named to the 1990 academic All American team, hopes to improve on last year's impressive .434

average. Chase compiled a .464 batting average last year and Plante, with a limited number of plate appearances, tallied a .400 average. Flynn also hopes Adams, Collins, Wensley and starting sophomore catcher Steve Bucci can "take up some of the slack" left by graduating players.

Flynn noted that "Every team has its own personality... A coach has to determine what those strengths are and then base his tactics and strategies" accordingly. A major personality trait that Flynn sees in the current squad is an increase in team speed, something which should make the

■ SEE PREVIEW, PAGE 15

Karazim and Stone Pace Cats to 13th Place at NCAAs

By Jason Patenaude
Sports Writer

Wait until next year. This often quoted cliché harbors an authentic feeling of hope for the Bates College Ski Team.

Though a flood of key injuries hampered the team's overall performance this year, some younger skiers filled the gaps and paced the Bobcats to a seventh-place finish at the highly competitive Eastern ski carnival season.

Particularly impressive were downhill skier Ewa Karazim '94 and Nordic skier Laurel Stone '93, whose impressive performances earned them each a place at the NCAA Championships in Park City, Utah.

At the national championships Karazim placed 28th in the slalom and giant slalom while Stone finished in the top forty in two Nordic events. Their combined performances carried Bates to a 13th place finish, sixth among Eastern teams.

Despite not sending anyone to the NCAAs, several male skiers have found success outside of the college schedule. Nordic skiers Ben Dunlap '94 and Reid Lutter '93 travelled to the Junior Olympic Championships at Kinkad, Alaska as members of the Eastern U.S. Squad. Lutter earned All-American status with an 8th place finish in the 10K race. Despite breaking a pole, Dunlap finished 29th.

On the alpine team, Frits Sample recently won the Eastern J-1 Slalom championships at Mt. Snow in Vermont, followed by teammate Patrick Donnellan '94, who placed fourth.

Sample refused the offer of first alternate on the Eastern U.S. Squad for the upcoming Junior National for fear that his academics would suffer.

Coach Tim Lavalley expressed great optimism for the future of his squad. "Looking down the road," Lavalley stated, "I think we're capable of being around sixth or eight in the nation."

Compiled from news bureau reports.



1991 Bates College Baseball Roster



PITCHERS

BALSER, Chip '94
BINES, Joel '92
COMRACK, Chris '93
HINCKLEY, Chip '93
LaFLEUR, Rick '91
LANDRY, Rick '91
LILLY, Steve '93
RYDER, Chris '92

FIELDERS

ADAMS, Brad '92
BUCCI, Steve '92

FIELDERS

BURR, David '91
*CARR, Pete '91
*CHASE, Jeremy '91
COLLINS, Tim '92
KEARNEY, Bob '92
MORRISSEY, John '94
PLANTE, Chris '93
WENSLEY, Aaron '93
YOUNGBLOOD, Greg '94

* Indicates Team Captains.
11 returning letter-winners

Preview

■ CONTINUED FROM PAGE 14
'Cats "aggressive" both at the plate and on the basepaths.

Rather than relying exclusively on the bunt in running situations, which Flynn feels is generally "less effective" than it once was, the Bobcats will utilize a "slash" tactic, which allows for either a bunt or a sharp grounder depending on the position of the infielders.

Coming off of a 13-8 season, Flynn hopes to avoid the let-down that occurred two years ago when the team went from 14 wins in 1987 to four wins in 1988. The team's immediate goals for the 1991 season include winning half of their games and taking the CBB championship, with a possible berth in the ECAC's down the line.

Whatever the ultimate performance, Flynn feels comfortable in his new role as head coach. The loss of coach Leahy to retirement caused "a void" in the baseball program. "Having worked so closely with Coach Leahy," said Flynn, "We miss him. We miss his expertise, his leadership, his camaraderie."

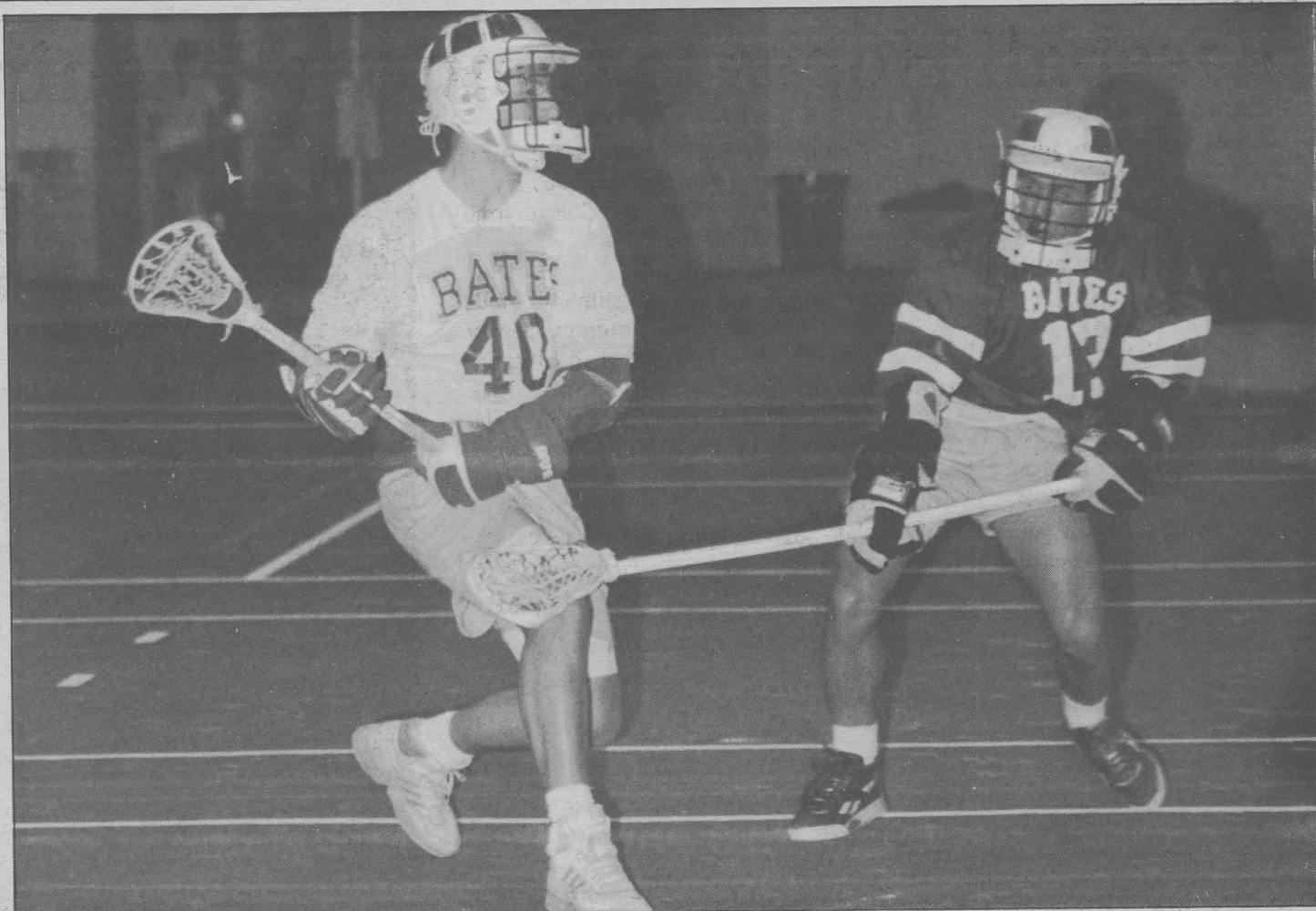
"However, we are all optimistic. The team is looking forward to a new era of success. The baseball program has been successful over the years and we hope to keep it that way. We want to maintain the winning tradition, and we'll do the best we can."

If coach Flynn and the 1991 Bobcats can play up to their potential, the separation between the Leahy era and the Flynn era may very well blend into a common era of successful baseball at Bates.

Weather permitting, the Bates Baseball Team begins the season on March 25th at Babson.

Death is forever.

Heart disease
doesn't have to be.



Bates athletics are gearing up for the spring season and *The Bates Student* will be there, bringing you all of the action. Next week *The Student* previews the women's and men's lacrosse teams, the softball team as well as coverage of scrimmages and individual athletes.

Scott Pim Photo.

Graffiti

■ CONTINUED FROM PAGE 4

this point I partially agree. Such cleanliness is not a part of reality, it is far from the reality of the graffiti covered, filth filled streets of my home town, New York City, but wouldn't it be nice if life was as clean as the Bates campus? And since it isn't, wouldn't it be if a place like Bates existed where we could escape from the realities of life for a short period of time? The dark realities of life are not going to disappear in the four years that we are on this campus, but our chance to live in such a pleasant and nurturing environment is. I am not advocating that once we come to Bates we totally remove ourselves from reality, but we need to find a happy medium where we work to change the harsh realities of life while still maintaining our happiness. For me this entails living in an environment free of graffiti.

Another point that I would like to bring up is the aftermath of such delinquent acts. What about the maintenance workers who have to clean up after our mess? Is it really empowering to see a maintenance worker on their hands and knees while they clean away a pathetic attempt by a Batesie to be politically correct? And what about the money that is spent to clean and paint over these destructive acts? The women's bathroom in Chase Hall has already been painted twice in three months that we have been on campus this semester. This has not only cost the school extra

money but also inconvenienced many women. Couldn't the time and money have been better spent? If we honestly want to help the women, as the graffiti in the bathroom stated, then why are we wasting our money in the Bates bathroom instead of donating it to a women's support group or shelter?

I feel that resorting to graffiti is a sad and detrimental way of expressing ideas and exercising our Freedom of Speech. Such vandalism does nothing to educate the public but rather creates anger and hostility amongst many people, both supporters and dissenters of the ideas expressed. On such a small campus I feel that we all need to come together to establish a working relationship and work to understand eliminate our differences. I realize that this may sound a bit optimistic but perhaps if we all do our part and contribute to such a pleasant environment we will find it some day. I also do not want to discourage political activism, I just feel that there are many more constructive ways of doing this. Why not make posters and banners, sponsor speakers, host debates, sign petitions and organize marches? I feel that such activities are a much more educational and constructive way for individuals to exercise their Freedom of Speech.

Some people may argue that I am infringing on their Freedom of Speech, but I am not. All that I am saying is that the right to Freedom of Speech is a privilege that everyone deserves, but a privilege nonetheless. As such, this privilege should not be abused in the

form of school defacement but rather respected in the form of constructive speech.

One final note that I would like to add is that we also must realize what kind of a precedent such vandalous actions are setting. If such school defacement continues to plague this campus, and the Administration ultimately allows it to remain are you really going to like the type of environment that Bates will become? What if you come back to your tenth reunion only to discover that the library terrace is covered with various colors of spraypaint and posters, layered one on top of the other, some partially torn? And the bathroom walls are covered with different people's writing? By this point the graffiti will probably have long since fled its original political expression and regressed to the ugly placards and torn billboards of New York City and the disgusting bathroom jargon that we have all encountered in most public facilities. Is this the Bates that you want to come back to, knowing it used to be a clean and respectable environment? I don't. I wish that groups would take the time to think about the actions that they are performing and realize that such vandalous acts do nothing to further their cause but rather detract from their respectability and ultimately serve to exhibit a disrespect for their Freedom of Speech and the entire Bates community.

Thank you.
Shahana Koslofsky '94
with Lori Haskins '92 and Kim Daniels '92

Awards

■ CONTINUED FROM PAGE 4

their freshman and sophomore years. Qualifying students must write an essay over the summer to be considered a "Dana Scholar". Sound good? Don't be fooled. Unless you receive financial aid in the form of grants or scholarships (work-study or loans don't count), you will receive \$100 (\$50 per

semester!). Now turn to page 28 of your Catalogue and read the description of this "award". Empty rewards.

Because I care about this institution and its students, and I believe in its potential for warranted change that I mentioned at the outset, I would ask those who have their power (the Deans, or one of the numerous injustice-oriented groups) to either work to give some muscle to these poten-

tially valid incentives, or to discontinue their use at Bates. Their continued use serves only to discredit the college and insult the students who do not need them anyway. If valid, they are nice to have, but students will succeed on personal incentives alone, thank you...

Sincerely,
Leon J. Nicholas.

“What does your JA/RC do?”

Photographer: Alexis Gentile

Reporter: Richard Samuelson



“She solves whatever difficulties we are having in our house, she’s just there.”

--Laurie VerPlanck '93



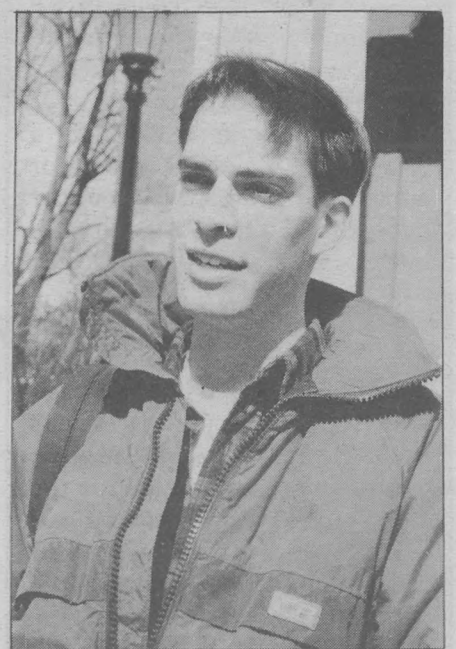
“I’ve met him only once.”

--Whitt Lee '93



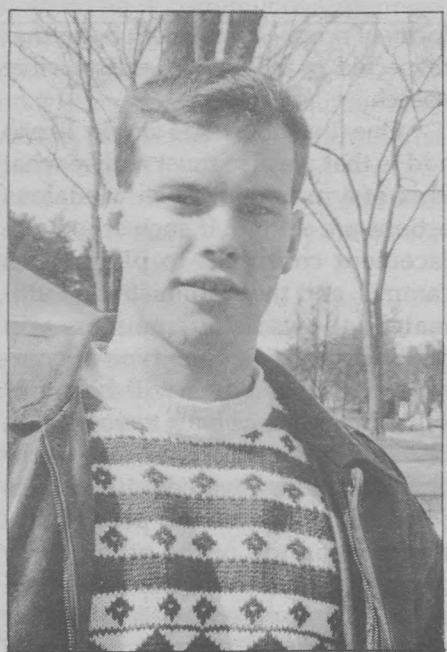
“He lives down stairs.”

--Brook Manning '92



“I guess he organizes dorm meetings, puts up signs and posters, and lets people into rooms when they are locked out.”

--Jeffrey Mutterperl '92



“Nothing.”

--Terry Burgess '93



“I don’t know who my RC is.”

--Zohra Saifee '93



“She talks to us about problems we are having, and helps us with registration and stuff like that.”

--Kristin Baker '94



“Hangs things on the bulletin board.”

--Jay Yuskis '93

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